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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

A. Background of the Problem

Literature and ELT are two related things in Education. Literature has been one of effective ways in improving students' English skill. It will help students to see diversity in language. Students also can develop their vocabulary knowledge and explore themselves to understand the meaning while reading literary text. It also helps the students to develop their ideas to see how the foreign learners learning literature in their countries and how they appreciate it in their learning process.

Literature is the representatives of the writer's feeling. According to Robert & Jacobs (1993) literature is composition that tells a story, dramatizes a situation, expresses emotions, analyzes and advocates ideas. In addition, Eagleton (2003) also stated that literature is not a matter of "felt-experience", "personal response" or "imaginative uniqueness": such terms, in dissociable for us today from the whole idea of literary. By the time, literature was becoming virtually synonymous with the "imaginative" figurative language. It is often used in speaking and writing to express ideas and emotions, and to affect the views and attitudes of others.

By studying literature students not only learn about language skills such as reading, listening, writing, speaking, vocabulary, grammar, pronunciation but also its aesthetic purpose cover enrichment of language. In understanding literary work, it is much easier if the students can examine the

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literature, for instance novel, poem, etc., by its elements. There are several elements of literary work, such as poetry, prose (novel, novella, short story), and drama.

Reading is used to understand the text, which is called reading comprehension. Klingner (2007) defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Furthermore, Snow (2002) stated that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading.

In understanding a text, readers also need no understand about figurative language. Figurative language is used to create a special effect or feeling. It is characterized by figures of speech—language that compares, exaggerates, or means something other than what it first appears to mean. According to Perrine (1977), figurative language is broadly defined as any way of saying something other than ordinary way. It is more narrowly definable as a way of saying one thing and meaning another. The purpose of figurative language is to capture readers' interest and to deliver the idea and imagination in more entertaining way. It will present a lot of meaning or rich in meaning. It



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plays a major role in compelling literary works. Its primary purpose is to force readers to imagine what an author means with an expression or statement. Using figurative language is an effective way of communicating an idea that is not easily understood because of its complexity.

State Senior High School 1 Kampar is one of the state schools where located in Pekanbaru. This school as formal school that teaches English as a subject. This school uses Curriculum 13 in teaching English as a guidance used by teachers of English of State Senior High School 1 Kampar. A Reading skill is the important skill which is required to be mastered by students. In reading, students also should be able to understand about figurative language. There are many types of figurative language such as symbol, simile, personification, metaphor, hyperbole, litotes, metonymy, alliteration, allusions. The students should be able to show the expression of figurative language and mention its function.

Based on the writer's preliminary observation and interviewed the teacher of English of the eighth grade of State Senior High School 1 Kampar, the teacher had done a lot of efforts such as teach the students by using multimedia to make their interest in learning reading to increase students' English competence, but the students seem not to perform their English proficiency. In fact, the students still had low ability in understanding the figurative language, the writer found a lot of problems. It can be seen in the following phenomena:

1. Some of the students were not able to identify the expression of metaphor.

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2. Some of the students were not able to identify the expression of simile.
3. Some of the students were not able to identify the expression of personification.

The writer assumes that some of students' difficulties in understanding the figurative language can be caused by many factors. They could derive from the teaching, the students' intellectual competence themselves, or the students' cause low interest of studying.

Referring to the background of the problems described in previous section, there are indications that the students still have weaknesses in understanding the figurative language that should be improved. Therefore, in order to know the real condition of students' ability in identifying the figurative language, the researcher views it is important to conduct a research entitled: **A Study on Students' Ability in Identifying Figurative Language at State Senior High School 1 Kampar.**

B. Problem

1. Identification of the Problem

Based on the problem depicted in the background of the problem, thus, the problem of this research will be identified as follows:

- a. Why were some of the students not able to identify the expression of metaphor.
- b. Why were some of the students not able to identify the expression of simile.

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- c. Why were some of the students not able to identify the expression of personification.

2. Limitation of the Problem

Because researcher finds many problems in this research, the researcher focuses and limits the problem on students' ability in identifying figurative language in song lyrics which focused only on simile, metaphor and personification.

3. Formulation of the Problem

Based on the problems limited, the problems of this research are formulated into following research questions:

- a. How is the students' ability in identifying the figurative language in song lyrics at State Senior High School 1 Kampar?

C. Objective and Significance of the Research

1. Objective of the Research

This research is carried out in order to achieve the objective as follows:

- a. To know students' ability in identifying the figurative language in song lyrics at State Senior High School 1 Kampar.

2. Significance of the Research

- a. To give some information to the teacher about students' ability in identifying figurative language.
- b. To enhance the researcher's knowledge about figurative language.

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- c. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Definition of the Term

To avoid misunderstanding and misinterpretation about term used in this research, the writer defined it as follows:

1. Figurative Language

According to Richard and Schmidt (2010), figurative language a word or phrase that is used for special effect and that does not have its usual or literal meaning. Perrine (1977), also stated that figurative language is broadly defined as any way of saying something other than ordinary way. It is more narrowly definable as a way of saying one thing and meaning another. In this research, figurative language focused on metaphor, simile and personification.